EETT Grant Competition 2005-2006 Application

FORM 1 - Cover Sheet

Grant Category: (Please select one.)

_____Professional Development for Student Achievement

X_____Technical Support for Student Achievement Initiatives

Grant amount requested: $233,811.00

LEA participants and percentage of money to be received from the grant:

LEA (District)	Contact Name	Contact E-mail	% to be received
Iron	Ken Munford	ken.munford@ironk12.org	11 %
Washington	Charlie Roberts	croberts@washk12.org	18 %
Kane	Jim Glover	gloverj@kanek12.org	13 %
Garfield	Gerald Talbot	gerald.talbot@garfk12.org	8%
Beaver	Tracy Davis	tracy.davis@beaverk12.org	8%
Millard	Kevin Chapman	kevin.chapman@millardk12.org	8%
San Juan	Pat McDermott	mcdermott.patrick@do.sanjuan.k12.ut.us	5%
Grand	Adam Cannon	cannon@tech.grand.k12.ut.us	5%
Piute	Phil Singleton	phil.singleton@piute.k12.ut.us	2.6%
Rich	Paul Cook	pcook@m.rich.k12.ut.us	2.6%
S. Sanpete	Nadean Nielson	nadean.nielson@ssanpete.k12.ut.us	5%
N. Sanpete	Sean Rawlinson	sean@nsanpete.k12.ut.us	2.6%
Granite	Jim Henderson	jim.henderson@granite.k12.ut.us	8%
Wayne	Jordan Crane	jordan.crane@wayne.k12.ut.us	2.6%

Other partners and percentage of money to be received from the grant:

Other Partners	Contact Name	Contact E-mail	% to be recieved
*Utah Education Network	Jim Stewart	jstewart@uen.org	0%
*Novell	Baron Rohbock	brohbock@novell.com	0%
SEDC	Cory Stokes	corys@sedck12.org	0%
*CUES	James Christensen	james.christensen@cues.k12.ut.us	0%
*SESC	Theresa Wilson	theresa.wilson@sesc.k12.ut.us	0%
*NUES	Vern Wilson	vern@nues.k12.ut.us	0%
*USOE	Kathy Webb	webb_k@suu.edu	0%
*SUU	Glen Pryor	pryor@suu.edu	0%
GenYes	Sylvia Martinez	sylvia@genyes.org	100%

*These partners will provide funding and support to the project and will be receiving 0% of the grant funding.

Percent of requested funds designated for professional development:
_____97%

Assurance that indirect costs (if taken from grant award) will conform to regulations: (Please select one.)
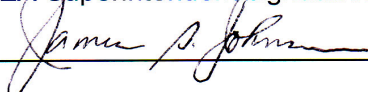
X_____YES

_____NO

Assurance that all LEAs receiving funds from this grant have a substantial need for assistance in acquiring and using technology as demonstrated by their agreement to not transfer any formula Title II Part D funds out of their district's Title II Part D budget: (Please select one.)

X_____YES
_____NO

Fiscal LEA Superintendent signature:

_____

Project/Grant Manager signature:

_____

FORM 2 - Project Summary

The CyberCorps program is a partnership that includes 14 school districts, 38 schools, four regional service centers, Southern Utah University, Utah State Office of Education (USOE), Utah Education Network (UEN), GenYes and Novell, Inc.. CyberCorps provides high-quality technical training and support to students who, in turn, give sustained, job imbedded, just-in-time training and support to their teachers. The CyberCorps students are supervised by their CyberCorps leaders who are certified teachers at their schools. The CyberCorps leaders and students are trained at a state-wide Boot-Up Camp. An important partner in this Camp is GenYes. GenYes, is a research-based organization located in Olympia, Washington, supporting student-centered programs aimed at improving learning through the inclusion of modern technologies, provides training and support for the Boot-Up Camp. CyberCorps follows the research-based GenYes model of students supporting teachers' use of technology in the classroom. Representatives of the regional service centers (Northern Utah Educational Service Center, Central Utah Education Center, Southwest Educational Development Center, and South East Service Center), participating districts, USOE and UEN also provide training for the Boot-Up Camp. The Boot-Up Camp is funded 100% through matching funds provided to the project from UEN. The CyberCorps leaders and students receive continued training and support throughout the school year from the regional service centers, school districts, as well as GenYes. All of the participating districts' ESEA Title II, Part D formula flow through money is used for technology projects. The CyberCorps program sponsors professional development activities which align with the Utah State Development Guidelines, supports the local/district/state technology and staff development plans, and provides strategies to incorporate formative data driven decisions. The CyberCorps program activities propose to remedy specific issues using GenYes research-based best practices. The CyberCorps program uses combined urban/rural school district partnerships along with state, regional and business entities to improve the use of technology in instruction. CyberCorps increases student achievement by providing effective technology infrastructure, support and training for teachers as they move toward a technology project-based learning environment.

The goals of the CyberCorps program are:
1. To provide teachers and students with just-in-time technology support and training to make them aware of the technology tools available to successfully help integrate technology into a project-based learning environment.
2. To provide research–based staff development activities for school technology specialists and CyberCorps students, increasing their abilities to support technology integration across the State's Core Curriculum.
3. To develop a sustainable, reliable and local technical support program for the CyberCorps schools and their feeder schools.

Timeline Overview

April 2005—CyberCorps leaders and students apply for and are selected for each participating school. To view an example of a student application form see http://www.cybercorps.k12.ut.us/evaluation.html .

July 2005—CyberCorps web site http://www.cybercorps.k12.ut.us will be updated to include Boot-Up Camp on-line registration. The leaders and the students will register for Boot-Up Camp.

August 8th-10th , 2005—GenYes, UEN and the Regional Service Centers are partnering to provide the Boot-Up Camp at SUU. During this hands-on, state-wide training, the CyberCorps leaders, two CyberCorps students from each school learn about the structure of CyberCorps, the GenYes curriculum, and the processes that can ensure success in their building of a CyberCorps program for their schools and their feeder schools. The Camp is funded entirely through UEN matching funds. Professionals from our business partner Novell, Inc. will provide courses at the Boot-Up Camp. These courses are funded entirely through matching funds donated to this project from Novell.

August 2005-May 2006 —GenYes provides:
- A 238-page guide that gives the CyberCorps leaders both strategies for delivering a successful program and complete activities for ten units of study that they will work through with students during the year. The guide is aligned to the International Society for Technology in Education (ISTE) and the National Educational Technology Standards for Students (NETS).

- An online collaboration network that provides teachers and students throughout the nation a bulletin board and listserv where a wide-variety of educational technology issues can be discussed. Students keep a daily web-based log or blog.
- A comprehensive GenYes website that provides tools for the CyberCorps leaders and students.
- A toll free number that the CyberCorps leaders or their students can call to receive help desk support.

Regional and district personnel provide monthly follow-up training for the CyberCorps students in their schools. CyberCorps students provide technical support and personalized training to the students and teachers in their schools. CyberCorps leaders collect and report qualitative data to the grant administrator on a monthly basis. See Leader Monthly Evaluation form
http://www.cybercorps.k12.ut.us/evaluation.html

September 2005—Teachers at CyberCorps schools take the Classroom Teacher Survey to determine base line data for how teachers are currently infusing technology into the core curriculum. CyberCorps students fill out as well. See the Classroom Teacher and Student Survey at
http://www.cybercorps.k12.ut.us/evaluation.html.

January 2006-- Regional Service Centers implement the Mid-Year Meeting. CyberCorps leaders report the successful activities as well as the lessons learned from their programs to complete a formative evaluation. With this information, CyberCorps leaders will make formative decisions.

April 2006 --Classroom teachers of CyberCorps schools fill out an attitude survey which records perceptions of classroom student achievement and outcomes of infusing technology

May 2006— Teachers at CyberCorps schools take the Technology Infusion Survey to determine growth. CyberCorps students take their survey.

July 2006—State Evaluators will analyze the data and report findings.

For the second year this timeline will be repeated.

Success Measures
The three formal data collection instruments are, Classroom Teacher Survey, CyberCorps Student Evaluation and CyberCorps Leader Evaluation. Classroom teachers at every participating CyberCorps school are required to take the Classroom Teacher Survey twice during the school year, once in September and again in May. It asks fourteen questions regarding technology comfort and skills, CyberCorps program awareness as well as technology support response time. This survey contains both quantitative as well as qualitative questions.

Another data collection instrument is the CyberCorps Student Evaluation. CyberCorps students take this survey twice during the school year, once in September and again in May. It asks six questions regarding the students own technical knowledge, how they gain it, and their attitudes about their school and their role as technology support. The evaluation contains both quantitative as well as qualitative questions.

The third data collection instrument is the CyberCorps Leader Evaluation which is due on the last day of every month. This three-question evaluation asks 1) What great things did your CyberCorps students accomplish this month, 2) What problems did they encounter this month, and 3) If you had complete control over the world and education, what ONE thing would you change.

Another information evaluation happens in January. The CyberCorps leaders meet at the Mid-Year Meeting which allows all leaders another face-to-face collaboration in which they can discuss challenges and successes. Each leader is required to verbally report at this meeting.

FORM 3 - Project Detail.

Needs

Currently, all teachers in Utah have at least one networked multi-media computer in their classrooms and limited access to computer labs. However, most teachers do not have the time nor the expertise to troubleshoot technology. In many schools, the only technical support is an off-site technician who supports many schools which are hours apart. When the district technology personnel cannot respond to technology requests in a timely manner, they have to call off-site vendors to fulfill these requests. Many of the schools, such as Lake Powell School in Kane County, are hours in distance from available technology support. Lake Powell School is six hours travel time from the district, regional and state support staff, and there are no local vendors or support systems available to this school.

The implementation of CyberCorps fills a critical need in public schools in the rural areas of Utah: The need for job-imbedded technology support and training for educators. Just because an educator has a computer in his classroom does not guarantee that students are going to learn better or more.   Teachers need to be trained not only how to use the computer itself, but also how to integrate the technology with their curriculum. Due to limited funding of education, the role of technology training and support for teachers traditionally falls to one of the regular classroom teachers on staff who must fulfill her technology responsibilities in addition to her teaching responsibilities. Many of these sites are extremely remote with little or no personnel with expertise in technology. Due to this lack of expertise and support, teachers are isolated in their attempts to utilize technology as a learning tool to enhance student learning. CyberCorps helps to infuse technology in the curriculum.

For the participating schools, the current network infrastructure is being highly utilized by students and teachers for educational purposes. Educational resources such as video and real-time Internet sites cannot be utilized because they put too great a burden on a school's network. Many of the participating schools have networks that are so inadequate (standard Ethernet) that it takes a class of students an entire class period for everyone to save their multimedia projects to a school server. CyberCorps students can help to design and implement new state-of-the-art networks.

In the participating high-need schools, project-based technology activities are impeded because of the lack of timely technical support and just-in-time training. The CyberCorps program is designed to directly support researched-based teaching methodologies such as technology project-based learning.

To insure that this program is sustained for future years, we are currently working with USOE to secure vocational funding for this project when the grant funding ends. Also, the previous participating districts have committed funding to help support this program for this coming year and into the future. This grant provides funding to develop a strong program; however, it's only a start. Funding from the districts, USOE, UEN and local businesses allow for the program to be sustained for future years.   Several schools that previously received grant funding for a CyberCorps program were able to develop a strong working program and have no need for participating in this grant because their districts have already committed to support this program with local district resources. With the seed money from this EETT grant, the CyberCorps schools are able to develop a program that is valued and supported for years to come.

Research-base:

The CyberCorps project is based on peer-reviewed scientifically-based research. GenYes, the entity that will be providing the majority of the training and support for CyberCorps, received one of only two "Exemplary" awards from the Department of Education for educational technology programs. The award was based on: "(1) Quality of Program (2) Educational Significance (3) Evidence of Effectiveness and (4) Usefulness to Others." (D.O.E. 2000).

The CyberCorps program directly supports teachers as they integrate technology into their curricula. Research sited in the CEO Forum School Technology Readiness Report 2001 shows that technology project-based

activities increased student achievement. One specific research study that directly links student achievement to technology project-based learning is a study done at Drake High School in San Anselmo, California, which shows the student achievement increased in the following areas: class grade point average rose 2.6 to 2.9 from 1992 to 1998, SAT scores improved from 450 to 560 verbal and 530 to 551 in math. Drake graduates continue to increase their attendance to higher educational institutions from 40 percent in 1993 to 82 percent 2000.

When project-based activities are applied to well-defined educational objectives and integrated into the curriculum by trained teachers, education technology can produce dramatic results for students. Longitudinal research results of the statewide implementations of technology with large-scale integration across the curriculum in Idaho and West Virginia have shown a corresponding boost in test scores across subjects and disciplines. West Virginia, specifically, experienced across-the-board increases in all basic skill areas; 11 percent of the gain directly correlates to the Basic Skills/Computer Education technology implementation 10 years ago. Basic Skills/Computer Education also proved to be more cost effective than other programs and effective with low-income and rural students. Students in Union City, New Jersey, experienced boosts in standardized test scores in math. A four-year study demonstrated significant gains on the SAT when students participated in an integrated technology curriculum, scoring 54 points higher in verbal and 34 points higher in math.

Research by Milken Exchange found that as technology is used less for rote-type learning, found in the drill and practice software packages, and more for higher-order thinking skills found in project-based learning environment, it seems to have a more positive effect on students (*Archer, 1998*). CyberCorps provides the support for teachers to implement classroom projects. As teachers increase the use of technology in the classroom for technology project-based learning it is imperative that technology support is increased as well. CyberCorps provides the much needed technical support and training that is necessary for the teachers to successfully implement technology into the classroom and allows for students to have meaningful technology experiences.

Project Research Basis:
- Archer J. (1998). The link to higher scores. Milken Exchange [On-line], Available: http://www.edweek.org/sreports/tc98/ets/ets-n.htm
- Cohen, C. D. (1996). Approaches to staff development: an examination of the relationship to and effects on instructional and professional use of technology in intermediate elementary classrooms in Cobb County, Georgia. UMI Dissertation Services, 9735690
- Hinson, S., Caldwell, M. S., &Landrum, M. (1989, October). Characteristics of effective staff development programs. Journal of Staff Development,
- Roderigues W. "Key Building Blocks for Student Achievement." (June 2001) CEO Forum School Technology Readiness Report, p. 8.
- Department of Education, "Exemplary and Promising Educational Technology Programs 2000" [On-line], Available: http://www.ed.gov/pubs/edtechprograms/
  Norman, M. "The Human Side of School Technology." (March 2000), Education Digest p. 45

Professional Development.
The CyberCorps model has two different aspects of professional development. One is the professional development the CyberCorps leaders and their students receive at Boot-Up Camp and throughout the year. The other is the professional development the classroom teachers receive from CyberCorps students and leader.

Professional development activities included in the CyberCorps program address all Utah Staff Development Guidelines for context, process and content.

Context. The CyberCorps program organizes the CyberCorps leaders into **learning communities** who meet face-to-face twice a year and communicate regularly, through GenTech's electronic community. In addition to collaborating with each other, the CyberCorps leaders have an opportunity to work closely with their **school**

leadership since the CyberCorps leaders continually give input to building administrators and district technology directors regarding technology-related decisions. Sufficient **resources**, namely **time** and **money,** have been allotted, both through this grant as well as through matching district funds. These resources give CyberCorps leaders additional **time** (one hour per day) and **money** (up to $25/hour, according to district policy) to run their school CyberCorps programs. CyberCorps students are available to support and train teachers that need help on a daily basis in their own classroom and on their own equipment as they work to integrate technology into their instruction.

Process. The **evaluation** data gathered by CyberCorps leaders regarding classroom teachers and CyberCorps students helps building administrators and district technology directors make **data-driven decisions** regarding **adult learning priorities, the monitoring of student progress and sustaining continuous improvement**. The CyberCorps program also applies knowledge about change and human learning in that it offers just-in-time, job-imbedded professional development. Rarely do classroom teachers have to wait more than an hour (let alone a day) to receive technology help and **collaboration** as they are learning how to integrate technology. This technology support gives teachers more skills and confidence to **adopt additional teaching strategies appropriate to higher student achievement.** In addition, the CyberCorps program provides **knowledge, skills and attitudes regarding organizational development and systems thinking**.

Content. The CyberCorps program prepares educators to integrate technology into their curricula. In doing so, it provides **training that ensures an equitable and quality education is provided to all students**. Integrating technology **enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning.** The CyberCorps program improves content area teaching and learning by directly supporting project-based technology activities. According to a national study published in Education Week, "Eighth graders whose teacher used computers mostly for 'simulations and applications'-- generally associated with higher-order thinking and project-based learning activities—performed better on NAEP than other students" (Archer, 1998). District and regional representatives train the school-level administrators regarding aligning the project-based learning activities with the Utah State Core Curriculum. In addition, project-based learning addresses the strategies necessary to teach ALL students, with all learning styles. This will, in turn, ensure student improvement.

The CyberCorps program also correlates with the district technology plans. Each district plans to increase technology integration for teachers and technology use for students in research-proven practices that will help increase student achievement. The staff development model aligns with state/local/district plan**.** The CyberCorps model is flexible enough so that it can be tailored to meet the individualized needs of any participating school. In addition, during the Boot Up Camp, GenYes and Regional Service Center personnel help individual CyberCorps leaders tailor a CyberCorps program that will be successful in their particular school.

Professional Development Model for CyberCorps Leaders and Students.

The professional development the CyberCorps leaders and students receive happens in two different venues: the Boot-Up Camps and monthly visits for training from the regional service center and district representatives. At the Boot-Up Camp, the GenYes. UEN, USOE, SUU and the Regional Service Centers partner to provide a hands on, state-wide training. The CyberCorps leaders, two CyberCorps students from each school, and possibly school administrators learn about the structure of CyberCorps, the GenYes curriculum, and the processes that can ensure success in their buildings. In addition, GenYes personnel work with individual CyberCorps leaders to help them individualize the CyberCorps program so that it can work with their specific individual school situations.

The second venue for staff development for the CyberCorps leaders and their students comes from the Regional Service Centers and school districts. A representative will make monthly visits to the schools and help the leaders and administrators make formative decisions and provide follow up training for the CyberCorps students.

The professional development the classroom teachers will receive represents a shift from more traditional sit-and-get to job-embedded professional development for teachers.   Research has found that staff development must be an incremental process with continuing follow-up, coaching and feedback (Hinson, Caldwell and Landrum,1989).   The CyberCorps students also receive training to provide coaching and mentoring for the teacher.

Action plan:

April 2005—CyberCorps leaders and students apply for and are selected for each participating school. . A focus will be placed on involving female and at-risk students in the program.
To view an example of a student application form see http://www.cybercorps.k12.ut.us/evaluation.html .

 July 2005—CyberCorps web site http://www.cybercorps.k12.ut.us will be updated to include Boot-Up Camp on-line registration. The leaders and the students will register for Boot-Up Camp and select classes that meet their individual school needs. To view an example of classes available at Boot-Up Camp see http://www.cybercorps.k12.ut.us/bootup.html

August 8-10, 2005--GenYes, USOE, UEN, SUU, local businesses and the Regional Service Centers partner to provide the Boot-Up Camp held on the campus of SUU in Cedar City, Utah. During this hands-on, state-wide training, the CyberCorps leaders, and two CyberCorps students from each school learn about the structure of CyberCorps, the GenYes curriculum, and the processes that can ensure success in their building of a CyberCorps program for their schools and their feeder schools. In addition, GenYes personnel work with CyberCorps leaders to help them individualize the CyberCorps program so that it can work with their specific school needs. Experts will teach students how to use GenYes' resources, specifically, interpersonal and help-desk skills, technical troubleshooting, and software application support so that they can give teachers and students at their schools just-in-time technology help. The CyberCorps leaders and students that are traveling will stay in the SUU dorms and meals will be provided by SUU food services. Classrooms and computer labs at SUU are provided at no cost to the project.

August 2005-May 2006 –GenYes provides:
- A 238-page guide that gives the CyberCorps leaders both strategies for delivering a successful program and complete activities for ten units of study that they will work through with students during the year. The guide is aligned to the International Society for Technology in Education (ISTE) and the National Educational Technology Standards for Students (NETS).
- An online collaboration network that provides teachers and students throughout the nation a bulletin board and listserv where a wide-variety of educational technology issues can be discussed.
- A comprehensive GenYes website that provides tools for the CyberCorps leaders and students to support their teachers.
- A toll free number that the CyberCorps leaders or their students can call to receive help desk support.

CyberCorps students provide technical support and training to the students and teachers as they utilize Internet resources, software tools, local network printers, file servers, and intra-school and district resources on a regular basis in the classroom to support a project-based learning environment. Regional Service Center and district representatives provide monthly support and training visits to CyberCorps schools and their leaders. During these monthly visits, school-level administrators will receive guidance on aligning the classroom project-based activities to the Utah State Core Curriculum. The representatives will observe and discuss the benefits and challenges of the program and provide guidance in making formative evaluation decisions. Students will keep a journal of daily activities and accomplishments. Some examples of CyberCorps projects that will help accomplish the goals of the grant are:

- Design, implement and update the school's web site.
- Setup and maintain teacher and lab computers and equipment (scanners, digital cameras, projectors, networks, etc.).

- Installing and updating software (OS updates, virus software, etc.).
- Help to design, implement and support their high-speed computers networks.
- Troubleshoot teacher and lab computer issues
- Develop online and paper-based technology tutorials for their teachers.
- Train teachers and students in a group or one-on-one setting on technology related applications.

Regional and district personnel provide monthly follow-up training for the CyberCorps students in their schools. This training will be site based focused on helping the CyberCorps students to support and train their teachers.

CyberCorps leaders collect and report qualitative data to the grant administrator on a monthly basis. See Leader Monthly Evaluation form http://www.cybercorps.k12.ut.us/evaluation.html .

September 2005—Teachers at CyberCorps schools take the Classroom Teacher Survey to determine base line data for how teachers are currently infusing technology into the core curriculum. See the Classroom Teacher Survey at http://www.cybercorps.k12.ut.us/evaluation.html. Also, $1000.00 will be provided to each CyberCorps school to help purchase tools, materials, documentation and/or software for support the program. The schools that have participated in the grant previously, will match the $1000.00. Those schools that are new to the program will receive this funding through the grant. Teachers submit monthly reports. CyberCorps students take and submit the base-line survey.

December 2005—CyberCorps leaders that have submitted their school surveys and their monthly evaluation forms will be paid half of their CyberCorps salary of $2,250.00.

January 2006-- Regional Service Centers implement the Mid-Year Meeting. CyberCorps leaders report the successful activities as well as the lessons learned from their programs to complete a formative evaluation. With this information, CyberCorps leaders will make formative decisions regarding more effective and efficient methods. This meeting provides a good opportunity for CyberCorps leaders to share successes and discuss issues and problems that they have had and how to resolve them.

May 2006— Teachers at CyberCorps schools take the Classroom Teacher Survey again to determine growth. Also, CyberCorps leaders that have submitted their school surveys and their monthly evaluation forms will be paid their second half of the CyberCorps salary of $2,250.00. CyberCorps students take and submit the end of year survey.

July 2006—State Evaluators will analyze the data and report findings. Adjustments will be made from the information that we receive from the grant evaluators.

For the second year of the project this timeline will be repeated. The only changes will be made to the budget that each school receives. The districts will need to match the funding that they receive because of the EETT grant shortfall for the second year. This match helps show the district support and commitment for the program.

Partnerships

Twelve rural districts partner with two urban districts, Washington and Granite School Districts. These two urban school districts are located in communities that have a great deal of technology related connections and resources to share with the other small rural districts. The rural districts have been running CyberCorps for several years and can provide expertise in managing a successful CyberCorps program to help the urban districts. To implement a successful Boot-up Camp we need to draw expertise from both the urban and rural districts.

GenYes provides curriculum, training and support to the CyberCorps program. CyberCorps benefits from the expertise by an organization that services a wide range of schools in over eighteen states.

Our **Southern Utah University** partnership is key to the success of the program; SUU provides enough computer labs, classrooms and technical support on their campus for all participating schools to come together in one location for Bootup Camp. The SUU Information Technology staff have committed to supporting the Camp by making sure that the labs are up and running and that each lab has the correct software for the trainings. SUU will not charge for the use of their facilities, which allows for more schools to participate in the program. By having the Bootup Camp on a university campus it allows for the students to get a first hand look at higher education and help prepare these students for a successful post high school experience. SUU has donated the facilities and is included as matching fund of $108,000.00 (12 rooms at $300.00 per day for 3 days which includes technical support, janitorial, and power).

Most of the participating schools currently use Novell Software as their main server platform and many of them will be upgrading to the new Novell Linux solution, the partnership with **Novell** will help train CyberCorps leaders and students how to effectively move to and manage this new version of software. Novell has donated this workshop to the program and is included as matching funds of $10,000.00

Both **UEN** and **USOE** have committed to send professional staff to the Bootup Camp to help provide training. In addition, UEN has committed $20,000.00 to fund the Bootup Camp. These matching funds are used for lodging, travel, meals, t-shirts and door prizes for those who attend the Camp. The total matching funds from UEN and USOE is $23,000.00 ($20,000.00 for UEN Boot-Up Camp, three professional trainers from UEN and three from USOE for three days at $500.00 a day).

The **regional service centers and school district technology personnel** support CyberCorps students involved in this program. The technology staff (repair technicians, networking support, technology trainers and technology coordinators) provide coordination, training and technical and educational support to the CyberCorps students. This enables the students to keep up to date on district policies and procedures as well as the latest educational integration techniques. Without the district and regional technology staff support this program would not be successful. The time and effort spent by this staff is considered as matching funds in the budget and totals $100,000.00 (1/4 time salary for three of regional service centers (Northern Utah Educational Service Center-NUES, Central Utah Educational Service Center-CUES, and Southeast Educational Service Center (SESC) employees), (1/2 time salary for the grant administrator and support for the Southwest Educational Development Center-SEDC).

Form 4 – Budget Form (up to 2 pages narrative)

Please complete the budget distribution table, the narrative, and a separate USOE Budget form.

BUDGET DISTRIBUTION TABLE – Do not include the amounts expected from this grant.

LEA	EETT formula funds	Other NCLB funds	LEA matching funds	Other matching funds	LEA in-kind match
Beaver	$ 0	$ 0	$ 2000.00	$ 0	$ 2,700.00
Iron	$ 0	$ 0	$ 4000.00	$ 0	$ 3,600.00
Washington	$ 0	$ 0	$ 6000.00	$ 0	$ 6,300.00
Kane	$ 0	$ 0	$ 4000.00	$ 0	$ 5,400.00
Garfield	$ 0	$ 0	$ 3000.00	$ 0	$ 2,100.00
Millard	$ 0	$ 0	$ 3000.00	$ 0	$ 2,100.00
San Juan	$ 0	$ 0	$ 2000.00	$ 0	$ 1,800.00
Grand	$ 0	$ 0	$ 2000.00	$ 0	$ 1,800.00
Piute	$ 0	$ 0	$ 1000.00	$ 0	$ 900.00
Rich	$ 0	$ 0	$ 1000.00	$ 0	$ 900.00
S. Sanpete	$ 0	$ 0	$ 2000.00	$ 0	$ 1,800.00
N. Sanpete	$ 0	$ 0	$ 0	$ 0	$ 900.00
Granite	$ 0	$ 0	$ 0	$ 0	$ 2,100.00
Wayne	$ 0	$ 0	$ 0	$ 0	$ 900.00
*Utah Education Network	$ 0	$ 0	$ 0	$20,000.00	$1500.00
*Novell	$ 0	$ 0	$ 0	$ 10,000.00	$ 0
*SEDC	$ 0	$ 0	$ 0	$ 0	$ 40,000.00
*CUES	$ 0	$ 0	$ 0	$ 0	$ 20,000.00
*SESC	$ 0	$ 0	$ 0	$ 0	$ 20,000.00
*NUES	$ 0	$ 0	$ 0	$ 0	$ 20,000.00
*USOE	$ 0	$ 0	$ 0	$ 0	$ 1,5000.00
*SUU	$ 0	$ 0	$ 0	$ 0	$ 10,800.00
*GenYes	$ 0	$ 0	$ 0	$ 0	$ 0

*Not a LEA but is a contributing grant partner.

Budget Narrative Year One:

Boot-Up Camp. The Boot-Up Camp will cost a total of **$20,000.00**. This includes **$5,700.00** for dooms rooms for two nights for both the leaders and the students, meals for the students and leaders for three days at **$5,472.00**. GenYes will provide training for the Boot-Up Camp for a fee of **$4,500**. The remaining funds of **$4,328.00** will be spent on CyberCorps t-shirts, training materials and door prizes for those attending the Camp. Both UEN and USOE will provide three professional trainers to help with the training at the Boot-up Camp, this is included as in-kind matching funds of **$3,000.00** (six trainers at **$500.00** a day for three days). The total amount of $**20,000.00** will be provided by UEN as matching funds. SUU will be providing the facilities for the Camp and is considered in-kind matching fund of $**10,800.00** (12 rooms at $300.00 per day for 3 days and includes technical support, janitorial, and power)**.**
Total for Boot-Up Camp: $20,000.00 fully funded through matching funds

CyberCorps Schools. Each of the 38 participating CyberCorps schools will receive **$5,500.00** to run their programs. For the 30 previous participating schools the grant will provide the total amount of **$4500.00** and the district will fund the additional **$1000.00** per school as matching funds for a total of **$30,000.00** matching funds. The eight new CyberCorps schools will receive the **$5500.00** from the grant. GenYes will receive **$700** for the 38 schools for the continued technical training and support through out the school year for a total of **$26,600.00**. Of the remaining funds, the school may use them on any or all of the following:
- Stipend for the CyberCorps leaders at $25 per hour (if the CyberCorps class meets before or after school) up to $4,500.
- Purchase a class period up to $4,500 for the CyberCorps teacher (if the CyberCorps class meets during the school day)
- Tools, software and/or hardware
- Technical Support Documentation
- On-line technical certification materials
- Training and support for teachers

Total for CyberCorps Schools and GenYes Support from the EETT grand funds: $205,600.00
Total Matching funds for CyberCorps Schools: $30,000.00

Mid-Year Review. The cost of the Mid-Year Review consists only of travel and meal expenses, **$1000.00 of EETT grant funds.**

Follow-up Training and Support **$11,000.00 EETT grant funds** will be used for the follow-up training and support of the CyberCorps schools throughout the school year. This funding will allow for CyberCorps schools to contract with professionals outside their district and region to help further the CyberCorps program and help meet their specific technology needs.

Technology specialists in each district will be responsible for spending four hours a month per school for nine month at **$25.00** an hour for a total of **$31,500.00** in-kind matching funds to help train and support the CyberCorps schools. Also**,** The regional service centers personnel will support CyberCorps students involved in this program. The time and effort spent by the regional staff is considered as matching funds in the budget and totals **$100,000.00** (1/4 time salary of **$20,000.00** for 3 of regional service centers (Northern Utah Educational Service Center-NUES, Central Utah Educational Service Center-CUES, and Southeast Educational Service Center (SESC) employees), (1/2 time salary of **$40,000.00** for the grant administrator and support for the Southwest Educational Development Center-SEDC).

Total for the EETT grant funds of follow-up training and support $11,000.00
Total for matching funds for follow-up training and support $131,5000.00

State-Wide Evaluator Five percent of the EETT grant funds, **$10,880.00**, will be given to the State-Wide Evaluator for assessment.

Indirect Costs: 2.45% of the EETT grant funds for a total of **$5,331.20**

Total EETT Grant Funds:$233,811.00

Total Matching Funds: $219,000.00

Grand Total for Grant: $446,811.20

Percent of Matching Funds: 94%

Percent of requested funds designated for professional development: 97% (all funds except the $8000.00 given to each of the new participating schools directly support just-in-time professional development in the classroom).

Budget Narrative Year Two:

Year two funding will be identical to the above budget except that each CyberCorps school will receive $3,000.00 for the CyberCorps leaders salary instead of the $4,500.00. The eight new participating schools will not receive the $,1000.00 from the EETT grant for equipment; the districts will provide this funding as matching funds for a total of $38,000.00. The follow up training budget has been reduced from $11,000.00 to $3000.00. Also, the $4,500.00 of GenYes training and support at Boot-up Camp will be dropped. The total budg,et reduction for year two is $78,438.00 which equals the required 30+% decrease for the year two budget.

Total EETT Grant Funds:$155,373.00

Total Matching Funds: $227,000.00 (this is an increase of $8000.00 from the first year)

Grand Total for Grant: $382,373.00

Percent of Matching Funds: 146%

Percent of requested funds designated for professional development: 100% (all funds directly support just-in-time professional development in the classroom).

Appendix A

List of participating school(s) by LEA, Title I poverty percentage, rationale for selection, and number of teachers to receive professional development.

LEA	School	Title I poverty percentage	Rationale for selection	Number of teachers to receive PD
Beaver	Beaver High School	35.29 %	Poverty	20*
Beaver	Milford High School	52.55%	Poverty	10*
Beaver	Minersville School	43.24%	Poverty	7*
Iron	Canyon View High School	37%	Poverty	42*
Iron	Cedar High School	25%	Poverty	46*
Iron	Parowan High School	30%	Poverty	20*
Iron	Cedar Middle School	40%	Poverty	45*
Washington	Dixie High School	36%	Poverty	41*
Washington	Enterprise High School	51%	Poverty	23*
Washington	Hurricane High School	48%	Poverty	39*
Washington	Pine View High	34%	Poverty	53*
Washington	Snow Canyon High School	35%	Poverty	52*
Washington	Snow Canyon Middle	36%	Poverty	49*
Washington	Hurricane Middle School	48%	Poverty	37*
Kane	Kanab High School	35.87%	Poverty	16*
Kane	Lake Powell School	63.80%	Poverty	5*
Kane	Valley High School	51.4%	Poverty	10*
Kane	Kanab Middle School	42.73%	Poverty	7*
Kane	Big Water School	73.32%	Poverty	5*
Garfield	Bryce Valley High School	41%	Poverty	10*
Garfield	Panguitch High School	51%	Poverty	12*
Garfield	Escalante High School	39%	Poverty	8*
Millard	Delta High School	29%	Poverty	30*
Millard	Millard High School	37%	Poverty	24*
Millard	Delta Middle School	44%	Poverty	26*
San Juan	Monticello High	43%	Poverty	20*

	School				
San Juan	Monument Valley High School		82%	Poverty	18*
Grand	Grand High School		40%	Poverty	26*
Grand	Grand Middle School		48%	Poverty	18*
Piute	Piute High School		58%	Poverty	12*
Rich	Rich High School		46%	Poverty	11*
S. Sanpete	Gunnison High School		41.2%	Poverty	15*
S. Sanpete	Manti High School		41.3%	Poverty	27*
Granite	Granite Park Middle School		75.05%	Poverty	33*
Granite	Eisenhower Jr. High School		49.51%	Poverty	61*
Granite	Thomas Jefferson Jr. High School		43.01%	Poverty	50*
N. Sanpete	North Sanpete High School		44%	Poverty	36*
Wayne	Wayne High School		53.55%	Poverty	13*

* The teacher count only includes the number of teachers at this site and does not take into account the total teachers for the schools feeder sites.

Appendix B

Letters of commitment from grant partners:
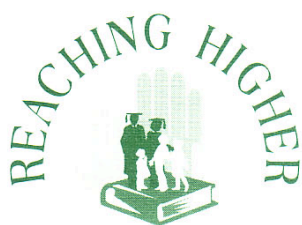
SEDC
ATTN: Cory Stokes
520 West, 800 South
Cedar City, UT 84720

January 4, 2005

Dear Cory,

Iron School District would like to continue participating in the CyberCorps program for the 2005-06 school year. We now have five schools participating: Parowan Elementary, Parowan High School, Canyon View High School, Cedar High School and Cedar Middle School.

These schools all have motivated staff and students who are taking advantage of opportunities to grow in technology areas and interests.

All of these schools have demonstrated a need for directly supporting technology in the school. The instructors are addressing the learning needs and demand for experience that many students need.

CyberCorps has already made a big impact with the students who have participated in the program over the last couple of years. This year we are adding Cedar City High School to the list of CyberCorps programs in our district.

The District and school IT people offer the CyberCorps instructors direct technical support on their projects.

Iron County School District has used our $45,436 in federal Title IID funds to support technology training at each of our schools. Our school technicians also provide individual technology training at each of our campuses to our staff.
(Attached Title IID budget.)

We welcome the opportunity to participate in this grant in the coming year!

Sincerely,

Jim Johnson
Superintendent of Schools
Iron County School District
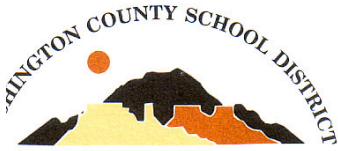
December 9, 2004

EETT Grant Committee
Attention: Cory Stokes
520 West 800 South
Cedar City, Utah 84720

Dear Committee Members,

This letter is in support of the CyberCorps program funded by Washington County School District through EETT grants. The CyberCorps program is a vital component in providing technology support to schools in which the program is offered. As a past CyberCorps leader and currently as District Technology & Media Director, I can easily recognize what this program means to our district, schools, teachers, and students it serves. During the last few years, this program has expanded within our district.

CyberCorps now serves all our high schools, and this year we have initiated the program in one middle school. Eventually, we hope to expand the program to include all middle schools. The table below lists participating schools as well as the proposed addition for the 2005-2006 school year, the percentage of students who qualify for free or reduced lunch, and the number of teachers CyberCorps serves in each school.

Participating School	Poverty Level	# of Teachers Served
Snow Canyon High	35%	62
Snow Canyon Middle	36%	38
Pine View High	34%	67
Dixie High	36%	61
Hurricane High	48%	53
Enterprise High	51%	24
Hurricane Middle (Proposed)	48%	48

As with all Utah schools, technology funding is a permanent struggle resulting in a high degree of need. In each of our participant schools, the CyberCorps program focuses on two areas of support for teachers and staff. The first is basic technology support to ensure that teachers' computers are functional where viable; the second provides teachers with training on applications. Examples of such training include media manipulation, managing presentations, word processing techniques, spreadsheets, charting and graphing.

Assist. Supt. for Sec. Ed.   Assist. Supt. for Elem. Ed.   Business Administrator
MARSHALL TOPHAM, M.S.   REX WILKEY, M.Ed.   BRENT BILLS, M.B.A

Dir. Special Ed.   Dir. Applied Tec/Ed Foundation   Dir. Assessment & Student Serv.   Dir. Human Resources
DEBRA GRIFFIN, Ph.D.   LARRY STEPHENSON, M.Ed.   BRAD FERGUSON, Ph.D.   LYLE COX, M.B.A.

Washington County School District
121 West Tabernacle
St. George, UT 84770
Telephone: (435) 673-3553
Fax: (435) 673-3216

SUPERINTENDENT MAX H. ROSE, Ph.D.

We currently support all of our Cybercorps schools with an additional $1000 each to purchase replacement parts such as hard drives and CD-ROMS. Beyond that, our repair department will provide the programs with additional parts for computer repair. Training and other support for the programs comes through interns who are on call and are available through our technology support service center. The funding we receive through Title II D is dedicated entirely towards technology support for all our schools. Our Title II D application form is attached to this letter.

CyberCorps represents an integral part of our technology support to all secondary schools throughout the district. For this reason, we are working towards establishing CyberCorps as a regularly funded class. Hopefully, we can make CyberCorps part of our vocational program by using qualifying curriculum and courses as the foundation for such classes.

In summary, the Washington County School District Technology Department, the Washington County School District Administration, and all District schools currently involved with the CyberCorps program whole-heartedly endorse CyberCorps and advocate its continued support through the EETT grant.

Respectfully,

Charlie Roberts, Technology Director

Marshall Topham, Assistant Superintendent of Secondary Education

Max Rose, Superintendent
Washington County School District

Assist. Supt. for Sec. Ed.   Assist. Supt. for Elem. Ed.   Business Administrator
MARSHALL TOPHAM, M.S.   REX WILKEY, M.Ed.   BRENT BILLS, M.B.A

Dir. Special Ed.   Dir. Applied Tec/Ed Foundation   Dir. Assessment & Student Serv.   Dir. Human Resources
DEBRA GRIFFIN, Ph.D.   LARRY STEPHENSON, M.Ed.   BRAD FERGUSON, Ph.D.   LYLE COX, M.B.A.
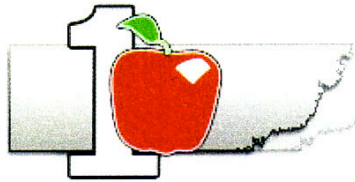
Kane County
School District

... where learning comes first!

January 13, 2005

EETT GRANT COMMITTEE

Kane School District has gained a lot from the CyberCorps program in our school district. We truly do want to keep it as an on-going project and would appreciate your funding of the CyberCorps grant.

Each of the schools in our district that currently have CyberCorps have benefited from the expertise of the students trained through the Boot-Up camp held at SEDC each summer. Our schools do not want to loose the expert training our students get, training that will likely not be available to them if they do not received grant funding to continue the project. Several of our schools are remote… anywhere from 60 to 350 miles from the district office. It makes it difficult to get assistance to these school unless in an emergency. That alone is a compelling reason for CyberCorps students in those schools. They assist the building technology person, train teachers, and provide a good means of telephone support from the district office to the school to the trained student technology person.

Kane School District is committed to provide up to $1000.00 per school in funds to make the success of the program continue. We will provide all the technical support and training possible to the students to assure success.
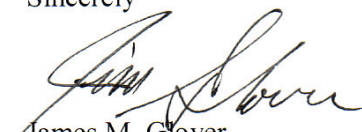
All teachers in our CyberCorps schools have received assistance from our trained student staff. In addition, many of the teachers in the feeder schools (middle schools and elementary schools) have received training. One elementary school principal offered to pay a high school CyberCorps student to work in his school ½ time each day. Unfortunately, it couldn't be done but it points to the good work these students do.

The percentage of poverty as indicated by free/reduced lunch are:

Big Water School - - 73.32%	Lake Powell School - 63.80%	
Valley Elementary - 57.91%	Kanab Elementary - - 51.87%	
Valley High - - 51.04%	Kanab Middle - - 42.73%	
Kanab High - - 35.87%		

Attached please find a budget showing the allocation of Title II Part D EETT formula funds.

Sincerely

James M. Glover
ETI Director

January 13, 2005

EETT Competitive Grant Committee

Dear Committee,

On behalf of Garfield County School District, I am writing a letter of support for the ongoing funding of the Cyber Corps Program.

Having been involved in Cyber Corps program, I can say that the program is highly valued and has been a tremendous help to our schools. Cyber Corps is active in Panguitch High School, Bryce Valley High School, and Escalante High School.

With the continued support of the Cyber Corps grant, it would help support our schools with technical support which is lacking due to lack of personnel. Along with providing tech support to teachers, Cyber Corps students help with maintaining computer labs, maintaining and updating web pages, and helping district personnel update and maintain network infrastructures.

The district will contribute $1000 to each school that participates in Cyber Corps to purchase technology equipment and also to provide training to teachers and staff.

The Cyber Corps program is an important part of our schools. It works, and is a much needed program. It is money well spent. I ask for your support in approving the Cyber Corps Grant.

Sincerely,

Gerald Talbot
Technology Coordinator
Garfield County School District

Attached are the Free and Reduced Lunch Numbers and also the Title II Part D Budget.

Beaver County School District

Administration	Office of Administration	Board of Education
Dr. Henry E. Jolley		**Carolyn White**
Superintendent		President
Laird Jenkins, Ed Sp.	Our Business: Preparing Responsible Citizens	**Wayne W. Wiseman**
Business Administrator		Vice-President
Tracy G. Davis, M. Ed		**Melissa Yardley**
Programs Administrator		Secretary
		Robert Davidson
		Mike Gillins

January 6, 2005

EETT Competitive Grant Committee

Dear Committee,

On behalf of Beaver County School District, I take pleasure in writing a letter of support for the ongoing funding of the CYBER CORPS program.

Having been a partner in the Cyber Corps concept since inception, I can truly confirm the value this program has brought to our district. This year we will be adding our third school to the program providing both students and faculty with hands on interaction and help when dealing with technological problems.

Beaver County School District operates 5 schools of which two are 7-12 high school. Initially, we were held to providing Cyber Corp type services to just these two 7-12 schools. Less than a year into the program, we determined that the services delivered along with the expertise gained by the students made all schools a benefactor in the Cyber Corps concept and we immediately began to utilize the program to benefit all schools. The ending results delivered substantiated results of increased student awareness and public acknowledgement from our teacher that these "trained student mentors" or Cyber Corps kids were a vital factor in keeping the infrastructure of our IT operational. Faculty support increased to a point where each building IT services are almost exclusively delivered by these Cyber Corps students. 100% of all teachers in Cyber Corps buildings receive services from these students. The district expects that our teachers remain prepared in their individual CORE area of expertise. The introduction of technology has placed an additional burden on these expectations. As a result, all faculty members stand to gain by having a Cyber Corps student in their classes.

We will add Minersville K-8 to Beaver High and Milford High this year. But our two high school programs already provide support for their two feeder programs. While the new allocation formula expects both high schools to contribute $1000.00 to the program, the Minersville program stands to receive the entire amount.

Our free and reduced counts for all three schools support the need for help programs such as this. Where students are the direct benefactors of this program and faculty members receive a much-needed secondary advantage, the program can easily be justified. Our current F/R Lunch is as

follows: Milford High/Elem….52.55%, Beaver High….35.29%, Minersville…..43.24%, with our district total at 47.52%.

The Cyber Corps Program is a vital; much needed program that actually works. Comparing the input with the output easily determines that the program is cost effective. I ask for your support in approving the Cyber Corps Application.

Sincerely,

Tracy Davis
Program Director

Millard School District

285 East 450 North ❖ Delta, Utah 84624 Phone: (435)864-1000 Fax: (435)864-5684

M

David L. Corey
Superintendent

Keith T. Griffiths
Business Administrator

January 15, 2005

To Whom It May Concern:

Millard School District has participated in the CyberCorps program for several years. The program has been successful and we support SEDC and the CyberCorps grant.

Sincerely,

Kevin Chapman

Kevin Chapman
Technology Director
Millard School District

San Juan School District

December 22, 2004

SEDC
ATTN: Cory Stokes
520 West, 800 South
Cedar City, UT 84720

Dear Cory:

San Juan School District would like to continue participating in the CyberCorps program for the 2005-06 school year. We will continue to have two schools participating: Monument Valley High School and Monticello High School.

These schools are particularly worthy of participating in this program. Monument Valley has a poverty rate of 82% and Monticello High's is 43%. Both schools have experience in the program and have a group of motivated students and cadre.

Both schools are in need of the program. Monticello High has traditionally been our high school with the lowest usage and spending on technology. Monticello's location off the Reservation and with few special federally-funded grant programs has meant that they have had much fewer resources to work with technology than the other secondary schools in the district.

Monument Valley needs CyberCorps because it is one of the very few experiential programs available in Monument Valley that deals with technology. Monument Valley is an isolated, rural, reservation community. CyberCorps has already made a big impact with the students who have participated in the program over the last couple of years.

The school district's Information Technology Department will contribute $1,000 per campus in matching funds for next year. The IT Department also supports the program by getting the students involved in helping repair hardware and assisting with other technology tasks at their schools.

San Juan School District has used our $38,845 in federal Title IID funds to support technology training and support at each of our schools by hiring a full-time full FTE staff member to support help desk efforts. Our school technicians also provide individual technology training at each of our campuses to our staff. (Please see the attached Title IID budget.)

We welcome the opportunity to participate in this grant in the coming year!

Sincerely,

Douglas E. Wright, Ed.D.
Superintendent

■ GRAND COUNTY SCHOOL DISTRICT ■

January 4, 2005

Cory Stokes, SEDC
520 West 800 South
Cedar City, UT 84720

Dear Cory:

Grand County School District has chosen to continue our participation in CyberCorps for the 2005-06 school year. The two schools we have participating are Grand County High School and Grand County Middle School.

Although the CyberCorps program is operated out of these two schools, the CyberCorps program has greatly benefited all the schools in our district. Already there is talk of expanding the number of students enrolled in the program and the hours it is available. Both CyberCorps leaders are extremely committed to the program and have shown excellent leadership over the past years that the program has been in place. There is such a high demand for CyberCorps enrollment that we have had to turn students away.

At the High School we are working with students who are the "veterans" of the CyberCorps program. These students have installed labs on short notice, rewired schools, configured and installed hundreds of computers and solved myriad tech problems at the high school and throughout the district. Tom Brown, Principal of GCHS, has expressed an interest in making sure (by utilizing the students' study hall periods) that at least one member of CyberCorps is available each hour of the day. That way the students will be able to address the teachers' technology problems more rapidly.
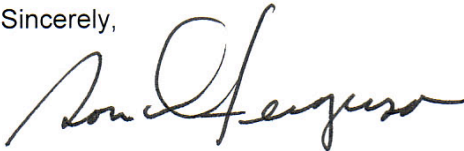
At Grand County Middle School, there is such a high demand for CyberCorps positions that the administration is considering the possibility of expanding from an after-school program to an actual class taught during the regular school day. This would increase the number of students that could participate in the program. This program has been running for two years and has the full support of the school and district administration.

The Grand County School District Technology Office has pledged $1,000 per school/campus in order to help fund the CyberCorps program in these schools. The Technology Office has supported the CyberCorps program over the past two years by attending summer Boot-Up Camp, providing training classes for the students, and utilizing the CyberCorps students in various capacities in the district.

We have used our federal Title IID funds to provide technology training and support through weekly mini-courses for teachers and by hiring a part-time contract worker to assist our technology staff.

Our district has benefited immensely from having CyberCorps as one of our programs and we look forward to continuing our participation in the future.

Sincerely,

Ronald Ferguson, Superintendent
Grand County School District

Jan 24, 2005

EETT Committee
Utah State Office Of Education
250 East 500 South
Salt Lake City, Utah 84111

Dear Committee:

We are pleased to write this support letter for the CyberCorps grant. This grant will meet many of the needs our. We are anxious to commit to the following needs of the grant. Piute School District is in full support of the CyberCorps grant request for Enhancing Education Through Technology (EETT) authorized under the Elementary and Secondary Education Act (ESEA) "No Child Left Behind" (NCLB) Title II, Part D, Subpart 1. If you discover you need more from us we will be happy to provide whatever needed support necessary.

1. **Administrative Support** – District office administration will fully support the CyberCorps grant.
2. **Instruction Time** – The district will provide support for the CyberCorps program within our district.
3. **Travel Costs** – The district will provide travel expenses for meetings and training.
4. **Facilities** – The district will provide school facilities for training of students and necessary time to allow students to participate in the curriculum.
5. **Materials and Supplies** – The district will provide various supplies and materials to be use in the CyberCorps grant.
6. **Equipment** – District equipment will be provided the CyberCorps program.
7. **District Technology Support** – The district technology specialist will be utilized for any specialized technology support within the CyberCorps grant.

Sincerely,

Lewis Mullins, Superintendent
Piute School District

RICH COUNTY SCHOOL DISTRICT

Dale Lamborn, Superintendent
Tricia Cornia, Business Administrator
Marlene Wilson, Secretary

A RICH TRADITION

January 21, 2005

EETT Competitive Grant Committee

Dear Committee:

On behalf of Rich School District, I take pleasure in writing a letter of support for the ongoing funding of the CYBER CORPS program.

Having been a partner in the Cyber Corps for the last two years, I can truly confirm the value this program has brought to our district. Rich High has benefitted greatly from the program which provides students and faculty with hands on interaction and help when dealing with technological problems.

Our Cyber Corps program has delivered substantiated results of increased student awareness and public acknowledgment from our teacher that these "trained student mentors" or Cyber Corps kids were a vital factor in keeping the infrastructure of our IT operational. Faculty support increased to a point where the building IT services are significantly enhanced by these Cyber Corps students. The district expects that our teachers remain prepared in their individual CORE area of expertise. The introduction of technology has placed an additional burden on these expectation. As a result, all faculty members stand to gain by having a Cyber Corps student in their classes.

Cyber Corps kids also provide needed services to the elementary and to citizens in the community.

The Cyber Corps Program is a vital; much needed program that actually works. Comparing the input with the output easily determines that the program is cost effective. I ask for your support in approving the Cyber Corps application.

Sincerely,

Dale Lamborn
Superintendent of Schools

James R. Petersen
Superintendent

Donald R. Hill
Assistant Superintendent

R. Paul Gottfredson
Business Administrator

Boyd A. Donaldson
ATE Director

Analee Knudsen
School Food Services

South Sanpete School District

39 South Main

Manti, Utah 84642

Phone (435) 835-2261

Fax: (435) 835-2265

http://www.ssanpete.k12.ut.us

James M. Braithwaite
President
Manti, Utah

Michael D. Barclay
Vice President
Manti, Utah

Dwight H. Inouye, M.D.
Gunnison, Utah

Nancy R. Jensen
Centerfield, Utah

Larry K. Smith, Ph.D.
Ephraim, Utah

December 15, 2004

SEDC
Attention: Cory Stokes
520 West 800 South
Cedar City, Utah 84720

The following information is provided in support of the continuing CyberCorps project by the South Sanpete School District. Participating schools within our district will be:

Gunnison High School (27-704)
Manti High School (27-708)
Sanpete Academy (27-702)

The percentage of students in poverty for each school, based on free and reduced lunch numbers, is:

Gunnison High School – 41.2%
Manti High School – 41.3%
Sanpete Academy – 80.5%

Each of these schools participates in the grant because of low technology usage. The CyberCorps program will continue to promote technology use among school faculty and assist all school personnel in acquiring skills directly related to using technology in the preparation and delivery of course materials.

The South Sanpete School District supports the CyberCorps program by funding additional hours for site specialists at each participating school. A combined total of $15,810 ($4,285 salary, $985 benefits, times three specialists) district funds will be contributed to the success of this project.

The number of teachers at each school that will be receiving professional development assistance through this grant is:

Gunnison High School – 29
Manti High School – 28
Sanpete Academy - 6

The attached copy of the South Sanpete School District's Title II Part D budget verifies that 0% of LEA EETT formula funds have gone to non-technology related programs.

If we can be of further assistance, please do not hesitate to call.

Sincerely,

Nadean Nielson
District Technology Director

MINISTRATIVE STAFF

Courtney D. Syme
Superintendent
George Bench
Assistant Superintendent
Darin Johansen
Business Administrator

N S S D

NORTH SANPETE SCHOOL DISTRICT

BOARD OF EDUCATION

Kathryn Parnell, President
Robert Hansen, Vice President
Bruce Irons, Member
John McKay, Member
Larry Seely, Member

December 30, 2004

North Sanpete School District
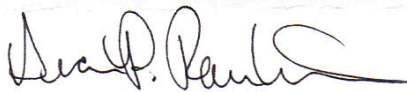220 East 700 South
Mt. Pleasant, UT 84647
(435) 462-2485

To Whom It May Concern:

The North Sanpete School District is grateful for the opportunity to take part in the CyperCorps program. Our only participating school will be North Sanpete High School. This school is targeted for the program, in part, because of the need for more technology-based classes for students with better than average technology competency.

There is a great need for more technology support in this school, and teachers will have the opportunity to increase their use of technology in classroom instruction with the added support and training. There are 36 teachers, in this school, who will receive professional development assistance through the CyberCorps program. Attached is a copy of the Title II Part D budget to verify that 0% of district EETT funds have gone to non-technology related programs (see attached spreadsheet).

Once again, we are thankful to be participating in the CyberCorps program and look forward to implementing it at North Sanpete High School.

Sincerely,

Sean Rawlinson
Technology Director

Granite School District
340 East 3545 South
Salt Lake City, Utah 84115-4615

801-685-5000
FAX 801-685-4128
www.graniteschools.org

Granite
SCHOOL DISTRICT
From here, anything's possible

December 17, 2004

Cory Stokes
Southwest Educational Development Center
Regional Technology Coordinator
520 West 800 South
Cedar City, Utah 84720

Dear Cory,

We are please to respond to your request for Granite School District to participate in the Title II D, Enhancing Education Through Technology, CyberCorps Grant.

Recognizing the benefit of involving students in real life technology support skills and the benefit it will provide for them and their schools, we are excited to be associated with other districts and schools in Utah who will take part in the CyberCorps program.

The schools that have been invited to participate are:

    Granite Park Middle School
    Eisenhower Jr. High School
    Thomas Jefferson Jr. High School
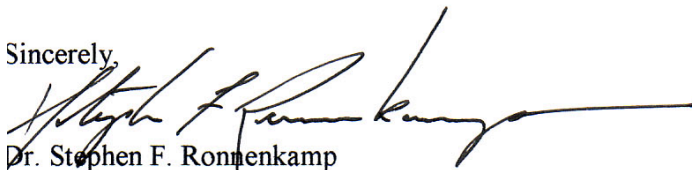
Criteria for selection of these schools were low income, need for technology support, and opportunities for school improvement. (See attached page)

Granite District will work to ensure the success of the program by:

    Having a District Technology Specialist coordinate the project.
    Participating in training provided through CyberCorps.
    Providing new desktop computers for each teacher.
    Ensuring the teachers at their specific schools receive adequate training.
    Providing other support/funding based on the needs of the program.

We are committed to making CyberCorps a success in Granite District.

Sincerely,

Dr. Stephen F. Ronnenkamp
Superintendent

R. Starr, Ed. D
Jerintendent

:nda Wood
iiness Administrator

thy Woolsey
nsportation Director
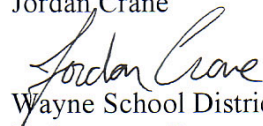iool Food Service

Wayne County School District

79 North 100 West
P.O. Box 127
Bicknell. Utah 84715
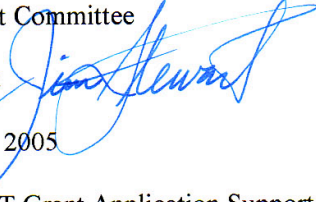Phone (435)425-3813
FAX (435) 425-3806

David Brinkerhoff
Board President
Bicknell. Utah
Dave Behunin
Vice President
Torrey. Utah
Dennis Ekker
Hanksville. Utah
Darren Nelson
Fremont. Utah
Troy Brian
Loa. Utah

Wayne School District
Wayne High School

- % of students in poverty @ Wayne High = 53.55%
- Wayne High would like to participate in the CyberCorps program to enhance student awareness in technology. This grant would allow us to provide this due to low technology financial support.
- Wayne School District will provide equipment for classroom students to troubleshoot/repair. Also, in-house staff training will be available.
- All monies have been allocated towards on-line testing, technology needs, etc.

Sincerely,
Jordan Crane

Wayne School District
jordan.crane@wayne.k12.ut.us

To: EETT Grant Committee

From: Jim Stewart

Date: January 21, 2005

Re: SEDC EETT Grant Application Support

UEN is pleased to support the SEDC Cyber Corp project. UEN will provide this support in several ways.

In its December 2004 meeting the UEN Steering Committee approved monetary support of $20,000. We are interested in providing this support to ensure that schools across the state of Utah wishing to have involvement with the Cyber Corp program may have that opportunity. UEN has been a strong supporter of this program over the past years and is interested in the continued success of this effort.

Additionally, UEN will provide onsite help for the summer boot-up camp. We will teach technical courses as requested by the SEDC leadership and provide other administrative and management support as required to enhance the success of the Cyber Corp efforts.

UEN relies on competent technical staff to run a wide area network that delivers data, voice and video throughout the state of Utah. We support every effort to develop technical staff and find that the Cyber Corp program serves a valuable role in this area.

The health of district and school local area networks and computers is very important to the overall performance of the UEN network. Limited resources at the local level are a cause of concern. The value of training students and having them available to assist districts in maintaining these computing resources is great. UEN appreciates this values and supports this application without reservation.

Novell.

Baron A. Rohbock
Academic Partner Manager
Novell Training Services

1800 S. Novell Place
PRV – F241
Provo, UT 84606

January 25, 2005

Cory Stokes
Southwest Educational Development Center
Regional Technology Coordinator
520 West 800 South
Cedar City, UT 84720

Dear Cory:

The purpose of this letter is to confirm Novell's participation in the CyberCorps program. Novell Training Services has agreed to provide one day of training on its SuSE Linux Fundamentals course to the k-12 students and faculty within your six participating school districts. The estimated cost for this training is **$10,000**.

The instruction provided will include basic concepts and fundamental knowledge taken from our 3060 and 3036 courseware.

Novell Training Services is pleased to provide this service and understands that CyberCorps is responsible for the instructors travel to SUU, all marketing and other costs associated with the success of this event. CyberCorps will also make its best effort to secure a minimum 25 participants including advisors and students to this workshop.

We look forward to this event and await further detail.

Best Regards,

Baron A. Rohbock
Academic Training Partner Manager

January 21, 2005

EETT Committee

Dear Grant Selection Committee,

The Southwest Educational Development Center (SEDC) located in Cedar City, Utah, is a regional service center that supports Iron, Kane, Garfield, Beaver, Washington and Millard School Districts. It is our privilege to submit our total support of the CyberCorps grant request for Enhancing Education Through Technology (EETT) authorized under the Elementary and Secondary Act (ESEA) "No child Left Behind" (NCLB Title II, Part D, Subpart 1.

Technical staff at SEDC will coordinate, provide direction, training and technical support for the CypberCorps program throughout the grant timeline. Our technical team at SEDC includes a Technology Coordinator, Tech Trainer, Network Engineer, and Support Specialists who are committed and dedicated to the success of CyberCorps.

The CyberCorps program offers teachers and students just-in-time technology support to help them successfully integrate technology resources into a project-based learning environment. CyberCorps provides research-based staff development activities for school technology specialists. The participating CyberCorps students will increase their ability to support technology integration across the State's core curriculum. The CyberCorps project will also provide training and technical certification for CyberCorps students, developing their interpersonal and professional technology expertise. Finally, the project will develop a sustainable, reliable, local technical support system for the CyberCorps schools and their feeder schools.

In conclusion, the Cybercorps project will greatly enhance the educational opportunity for students and educators in our rural schools. I encourage you to give this proposal serious consideration so that our districts will be enabled to better meet the needs of all our children, including those in underserved, rural areas.

Sincerely,

Randy J. Johnson
Director

SOUTHWEST EDUCATIONAL DEVELOPMENT CENTER
520 West 800 South • Cedar City, UT • ph (435) 586-2865 • fx (435) 586-2868 • www.sedc.k12.ut.us • info@m.sedc.k12.ut.us

Jan 20, 2005

EETT Committee
Utah State Office Of Education
250 East 500 South
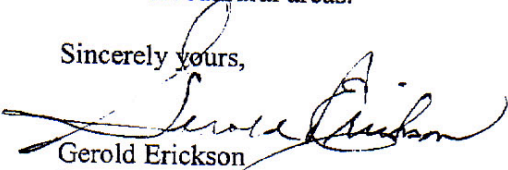Salt Lake City, Utah 84111

Dear Committee:

The Northeastern Utah Educational Services Center (NUES) located in Heber City, Utah is a regional service center supporting Daggett, Duchesne, Morgan, North Summit, Park City, Rich, South Summit, Uintah, and Wasatch School Districts. NUES is in full support of the CyberCorps grant request for Enhancing Education Through Technology (EETT) authorized under the Elementary and Secondary Education Act (ESEA) "No Child Left Behind" (NCLB) Title II, Part D, Subpart 1.

NUES will provide coordination, direction, training and technical support for the CyberCorps program throughout the program. The NUES technology team that includes, a Technology Coordinator, Technology Trainer, Network Engineer, and Computer Support Specialists are committed to the program.

The CyberCorps program offers teachers and students just-in-time technology support to help them successfully integrate technology resources into a project-based learning environment. The program also provides research-based staff development activities for school technology specialists. The participating CyberCorps students will increase their ability to support technology integration across the State's core curriculum. The CyberCorps project will also provide training and technical certification for CyberCorps students, developing their interpersonal and professional technology expertise. Finally, the project will develop a sustainable, reliable, local technical support system for the CyberCorps schools and their feeder schools.

In conclusion, the CyberCorps project will greatly enhance the educational opportunity for students and educators in our rural schools. Please give this proposal serious consideration so that we can better meet the needs of all our children, including those in under-served rural areas.

Sincerely yours,

Gerold Erickson
Executive Director
Northeastern Utah Educational Services

Central Utah Educational Services

Serving: Juab, North Sanpete, Piute, Sevier, South Sanpete, Tintic and Wayne School Districts

Jan 20, 2005

EETT Committee
Utah State Office Of Education
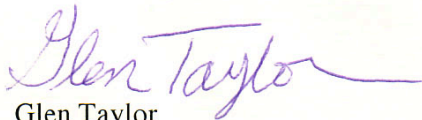250 East 500 South
Salt Lake City, Utah 84111

Dear Committee:

Central Utah Educational Services (CUES) is a regional service center supporting Piute, Wayne, Sevier, South Sanpete, North Sanpete, Juab and Tintic school districts. CUES is in full support of the CyberCorps grant request for Enhancing Education Through Technology (EETT) authorized under the Elementary and Secondary Education Act (ESEA) "No Child Left Behind" (NCLB) Title II, Part D, Subpart 1.

The CyberCorps program will provide participating students with the technical knowledge that will allow them to assist in the technical demands of the school districts involved.

The CUES technology staff is fully committed to the program and will be actively involved in providing training, coordination and technical support throughout the CyberCorps program. CUES will provide all travel expenses and technology equipment for our technical staff members as needed for the program.

This unique partnership between the CUES and the CyberCorps grant participants could make an everlasting impact on education and the success of our students. Thanks so much for the opportunity to participate in this grant.
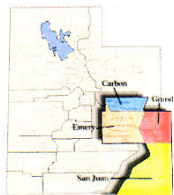
Sincerely yours,

Glen Taylor
Director
Central Utah Educational Services

SOUTHEAST EDUCATION SERVICE CENTER

685 EAST 200 SOUTH - PRICE, UTAH 84501
Telephone: (435) 637-1173   FAX: (435) 637-1178

Thomas L. Roush, Ph.D.
Director

Jan 31, 2003

EETT Committee
Utah State Office Of Education
250 East 500 South
Salt Lake City, Utah 84111

Dear Committee:

The Southeast Education Service Center (SESC) located in Price, Utah is a regional service center supporting Carbon, Emery Grand and San Juan. SESC is in full support of the CyberCorps grant request for Enhancing Education Through Technology (EETT) authorized under the Elementary and Secondary Education Act (ESEA) "No Child Left Behind" (NCLB) Title II, Part D, Subpart 1.

SESC will provide coordination, direction, and training and for the CyberCorps program.

The participating CyberCorps students will increase their ability to support technology integration across the State's core curriculum. The CyberCorps project will also provide training and technical certification for CyberCorps students, developing their interpersonal and professional technology expertise. Finally, the project will develop a sustainable, reliable, local technical support system for the CyberCorps schools and their feeder schools.

In conclusion, the CyberCorps project will greatly enhance the educational opportunity for students and educators in our rural schools.   Please give this proposal serious consideration so that we can better meet the needs of all our children, including those in under-served, rural areas.

Sincerely yours,

Tom Roush
Director
Southeast Education Service Center

Randy Johnson - Director
Southwest Education Development Center

Date 1/25/05

Dear Randy,

It is our pleasure to give support to the CyberCorps grant project. This project is important to Utah because it prepares students to support the use of technology by teachers in their schools and gives the participating students marketable life skills.

We believe the CyberCorps program has demonstrated over the past several years that when teachers have easy access to technical support, their reluctance to use technology is quelled. Having teachers more willing to integrate technology in their classroom supports both the state's Ed Tech core curriculum and the state Ed Tech plan.

The Utah State Office of Education will provide in-kind services for the grant in the form of trainers to help with the CyberCorps boot-up camp.

Sincerely yours,

Kathleen Webb
Online Content and Tools Specialist
Utah State Office of Education

GENERATION Yes
Youth & Educators Succeeding

January 14, 2005

Cory Stokes
Southwest Educational Development Center
520 W. 800 S.
Cedar City, UT 84720
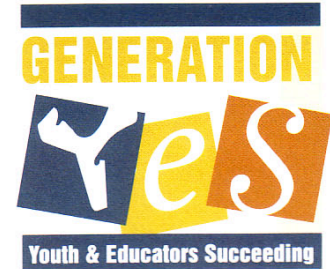
711 Capital Way S.
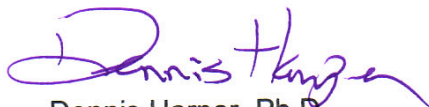Suite 702
Olympia, WA 98501

Dear Mr. Stokes:

Generation YES would be very happy to partner with your Utah EETT (Title IID) Competitive Grant project. Generation YES has many of years of experience helping schools teach students to provide technology infrastructure support.

As a former U.S. Department of Education Technology Innovation Challenge Grant project, it would be especially satisfying to work with your staff and students in Utah; SEDC has a student-centered philosophy that emphasizes student achievement and life-long learning and we feel that Generation YES will maximize effectiveness through our comprehensive program for technology infusion that supports these goals. Even in the first year of the program, we have already seen the positive impact of the combination of CyberCorps and our Generation TECH program to achieve both state and local goals, and we are eager to support the next implementation phase.

Generation YES supports the SEDC technology plan by providing training, program and technical support, online tools for teachers and students, and archives of successful examples to make this and other component projects a success. Generation YES will work with project directors to train students to support teachers and educators as they strive toward the project and EETT goals. By training students to help provide technology support for their schools, these schools in turn will be better able to meet their other technology related goals. Teachers in Generation TECH schools use technology more because they know that the students will be there to support their needs. For over 10 years, our ability to provide comprehensive support for our programs has ensured the long-term success and sustainability of Generation YES programs in schools throughout the nation.

We look forward to working with SEDC and the CyberCorps schools, staff and students to ensure the success of technology integration projects in Utah.

Respectfully,

Dennis Harper, Ph.D.
Director, Generation YES

Appendix C

100% of EETT flow-through funds used for integrating technology verified by copy of Title II Part D budget for each LEA: